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ABSTRACT

Literacy data were collected on a 5 percent sample of the Republic of South Africa's 1980 population census. Approximately 5 million persons aged 20 or older were found to be illiterate. The racial breakdown of the literacy rate among the different population groups was as follows: Asians, 79.84 percent; whites, 97.18 percent; racially mixed persons, 68.54 percent; and blacks, 45.48 percent. Illiteracy rates were found to be highest in rural areas and among blacks, racially mixed persons, and Asians. The illiteracy problem appeared to be greater among women than men, and the increase in literacy among men was greater than that among women. The greatest discrepancy between the literacy levels of the sexes in one race (a 21.65 percent discrepancy) is among Asians. The highest illiteracy rates (for all racial groups studied) were found among persons over the age of 35. In present circumstances, the chance of becoming literate after passing the usual school age seems to be slight or unlikely. For this reason, increasing the percentage of literate adults in the population still depends primarily on adding young literates to the population. (This report also includes responses to criticisms that have been raised concerning the methodology of conducting South Africa's census and defining and determining literacy rates among the country's different racial groups. Appendixes contain statistical tables.) (MN)

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Report Soling-12

1987

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Literacy statistics in the RSA, 1980

Cornelia S. Ellis

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Report Soling-12

Literacy statistics in the RSA, 1980

Cornelia S. Ellis

Pretoria
Human Sciences Research Council
1987

Cornelia S. Ellis, M.A.

Division for Sociolinguistics
Institute for Research into Languages and the Arts
Executive Director: Dr K.P. Prinsloo

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PREFACE

Literacy is a complex social and cultural phenomenon that cannot be interpreted in terms of statistics only. On the contrary, the limitations of and anomalies in the determination of the literacy level of a population according to census data are indicated very clearly in this report. These shortcomings have revealed the need for a more thorough empirical investigation into the real significance of literacy in our society. An attempt should also be made to determine literacy statistics on a regional basis. This would contribute to the establishment of a base for large-scale planning of the provision of literacy and basic education for adults.

Apart from a discussion of the problems relating to the different ways of interpreting the concept of literacy and to the actual measurement of literacy, the report highlights a number of interesting trends such as increased literacy among Asians and the difference in the literacy levels of urban and rural coloureds and blacks. An important feature of the report is that it once again underlines the need for the promotion of literacy and basic education among millions of adults in South Africa, even though only a small proportion of the adults with little or no formal education actually need literacy education.

This is a translation of the report Geletterdheidstatistiek in die RSA, 1980 published in 1986.

Dr K.P. PRINSLOO

EXECUTIVE DIRECTOR: IRLA

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OPSOMMING

Die verslag handel hoofsaaklik oor die gegewens met betrekking tot geletterdheid van die 1980-bevolkingsensusopname in die RSA, wat op 'n vyf-persentsteekproef vrygestel is. Twee kriteria word vir geletterdheid gebruik, naamlik dié gebaseer op die definisie van geletterdheid van die Sentrale Statistiekdiens en dié gebaseer op die vraag oor onderwyspeil waar standerd 3 en hoër as kriterium vir geletterdheid in die onderhawige verslag gebruik word.

In 1980 was die geletterdheidsyfers met onderwyspeil as kriterium soos volg vir die 20 jaar en ouer kategorieë van die verskillende bevolkingsgroepe: Asiërs - 79,84 %; Blankes - 97,18 %; Kleurlinge - 68,54 % en Swartes - 45,48 %. Ten opsigte van hierdie maatstaf was die totale getal ongeletterdes van die 20 jaar en ouer kategorie van die bevolking in die RSA (Transkei, Bophuthatswana en Venda uitgesluit) ongeveer vyf miljoen. Ongeletterdes kom veral voor in nie-stedelike gebiede en hoofsaaklik onder Swartes, Kleurlinge en Asiërs. In die algemeen is daar meer ongeletterdes onder die vroue as die mans, terwyl geletterdheid ook vinniger toegeneem het onder die mans. Alhoewel daar 'n toename in geletterdheid oor 'n aantal sensusopnames te bespeur is, is gegewens in die verskillende sensusverslae om verskeie redes streng genome nie vergelykbaar nie.

Die omvang wat ongeletterdheid in die RSA aanneem, dui daarop dat, alhoewel die voorkoms daarvan die grootste onder die Swartes in die RSA is, dit 'n probleem is wat nie net tot een bevolkingsgroep, geslag, ouderdom of gebied hier te lande beperk is nie.

SUMMARY

This report is mainly a discussion of literacy data obtained from a five per cent sample of the 1980 population census in the RSA. Two criteria for literacy have been used - the first based on the Central Statistical Services' definition of literacy and the second on the question of educational level (for which the lowest criterion used in this report was Standard 3).

In 1980 the literacy figures based on educational levels for the 20 years and older categories from the different population groups were as follows: Asians - 79,84 %; whites - 97,18 %; coloureds - 68,54 %, and blacks - 45,48 %. According to this criterion the number of illiterates, 20 years and older, in the RSA (excluding Transkei, Bophuthatswana and Venda) totalled approximately five million. Illiterates were found particularly in the rural areas and mainly among blacks, coloureds and Asians. There were generally more illiterate women than men, and a sharper increase in literacy among the men was also observed. Although an increase in literacy is observed over a number of census enumerations, the data are for a number of reasons strictly speaking not comparable.

The report makes it clear that illiteracy in the RSA, while being most widespread among blacks, is not a problem restricted to a single population group, sex, age group or region in the country.

1. INTRODUCTION AND AIM

The HSRC's Division for Literacy Research is often faced with questions such as how many illiterates there are in the Republic of South Africa at present, where the largest concentration of illiterates is to be found, and whether illiteracy occurs predominantly among specific population groups, age groups or sex groups, or in particular areas.

The cultural, political and socio-economic aspects of literacy have resulted in persons and organizations developing an increased interest in the promotion of literacy since 1970 (see French, 1982). With a view to planning it is therefore important to know the current situation regarding the distribution of literacy among the South African population.

A report entitled The promotion of literacy in South Africa: numbers and distribution of literate black adults (Ellis) was published in 1982. It deals with literacy among South African blacks during the period 1946 to 1970.

The report revealed that between 1946 and 1970 there was an increase of approximately one per cent a year in the percentage of literate blacks 15 years and older. Despite the increase in the percentage of literates there was also an increase in the actual number of illiterates. Literacy was found to a greater extent among the urban population than among the rural population and also more in white than black residential areas. As far as urban areas were concerned, larger percentages of literates were found among women than among men, whereas exactly the opposite was true in the rural areas. Regarding the literacy level of the total black population 15 years and older, the men had a slight advantage over the women. Larger percentages of literates were found in the younger age categories than in the older age categories, while the largest increase in literacy was also observed among the younger categories.

Similar data for Asians, whites and coloureds are not available for the same period as for blacks. A question on literacy was put to all the population groups in the country for the first time during the 1980 census. The corresponding results have since been released on the basis of a five per cent sample and this report is based on that sample. As far as the black population is concerned, the report can be regarded as supplementary to the previous report on black literacy, but it also includes an analysis and a discussion of the literacy situation of the other three population groups in South Africa.

Various persons have levelled criticism at the way in which the 1980 census was conducted and at its findings.*

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* In Survey of Race Relations in South Africa 1980 reference is made to the criticism expressed by Prof. Gerhard Schutte, Head of the Department of Sociology at the University of the Witwatersrand, of the execution and results of the 1980 census. In the 1981 edition of this publication mention is also made of the criticism that Mr H. van der Walt raised in Parliament in 1981. The accuracy of the figures is also criticized in a paper by S. Rankin, 1983, entitled A Brief Profile of the 'coloured' Community of the Durban Metropolitan Area.
As will be indicated later certain improbabilities were also en-

However despite its shortcomings, the information on literacy contained in the census report is useful in the sense that general trends can be deduced and distinctions drawn between different population groups and population categories.

Before proceeding to a discussion of the literacy figures, a few general points of interest have to be made:

1.1 Various problems surround the determination of literacy statistics, *inter alia* the definition of literacy; the measurement of literacy; availability, reliability and comparability of data; age involved when determining the literacy of a population group, and unspecified data in surveys.*

1.2 In accordance with the data supplied in the census reports two definitions are used to determine the literacy level of the population. This report is based on the results of the questions on literacy on the one hand and educational level on the other hand, as contained in the census reports. Responses to the question on literacy are based on personal evaluations of reading and writing ability. The two criteria are distinguished from one another in the report by referring to literacy (self-evaluation) and literacy (educational level). The minimum criterion for the latter definition is Std 3 or higher.

1.2.1 The question on literacy on which the data for literacy (self-evaluation) were based, was formulated as follows in the 1980 census:

"Indicate with crosses whether each person can SPEAK (communicate in), READ and/or WRITE the following languages. (N.B. 'Black language' means any language of the Blacks such as Zulu, North Sotho, etc.)"

Respondents could choose from the following options:

"AFRIKAANS:	Speak	Read	Write
ENGLISH:	Speak	Read	Write
AFRICAN LANGUAGE:	Speak	Read	Write
OTHER LANGUAGE:	Speak	Read	Write".

For the purpose of the census persons who could read and write a language were regarded as literate (RSA, 1985:xiii). The ability to read and write was regarded as the basic requirements for literacy but no standards were set for how well or what should be read and written in order to qualify as a literate person. These skills could be expressed in any language. The subject himself or herself (often acting as the representative of a household) or the enumerator evaluated the abilities of the subject or those of the members of his/her household - no test or proof was required. It is therefore quite possible that persons who were merely able to read or write little more than their own names could have regarded themselves as literate.

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countered during the analysis of literacy figures in this report, for example the increase in literacy by means of the obtainment of an educational qualification among certain age categories.

* For a discussion of these phenomena, see Ellis, 1982: Chapter 2.

It seems as if this definition of literacy was exactly the same as that used in previous censuses among blacks. However, the corresponding questions were phrased differently and the response options also differed. The questions on literacy and those on languages were separate in previous censuses, but combined in the questionnaire used in the 1980 survey. It is difficult to determine the effect that these changes might have had on the results.

An important factor that could affect the results of the question is that all persons whose educational level was higher than Standard 1 were apparently encoded as literate in the census report.* This means that persons who probably regarded themselves as illiterate were classified as literate and that there is possibly an overrepresentation of literacy according to this definition.

1.2.2 The figures for literacy (educational level) are based on the responses to the question on educational level in the 1980 census. Standard 3 and higher was used as the criterion for literacy (educational level). This is the same criterion as the one used in the report on literacy among blacks (Ellis, 1982). A problem that should be identified is that the arguments that were advanced to motivate the use of Standard 3 as the criterion for literacy were not the same for the four different population groups.** Any other criterion would in any case also have been problematic and speculative.

The question on educational level included in the 1980 census read as follows:

-"LEVEL OF EDUCATION- State: 1. Highest school standard PASSED. 2. All DEGREES, DIPLOMAS and CERTIFICATES already obtained and specify directions, e.g. B.Sc. (Mech. Eng.), B.Com. (Acc.)".

Some criticism can also be levelled against the use of educational level as the criterion for literacy.*** No doubt one of the most important points of criticism is the fact that passing a specific school standard does not guarantee literacy (Hillerich, 1976:52). In spite of this, Witty (1966) and Weber (1975:149) for example believe that there is an adequate relation between school education and reading ability to justify the use of the highest standard passed as a reasonably reliable measuring instrument for literacy.

1.3 The use of the two methods to determine literacy figures leads to different results. The figures according to literacy (self-evaluation) are higher than those according to literacy (educational

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* This conclusion is drawn as the result of computer correlations between data based on the two definitions. The discrepancy between self-evaluation and educational level apparently had a greater effect on the figures for the black and coloured population groups (because larger percentages of these population groups with a Standard 1 or lower qualification regarded themselves as illiterate) than for Asians and whites with these qualifications.

** See for example also the discussion under 2.7.

*** See Ellis, 1982:13-14.

level). This can be attributed to a variety of other reasons apart from those already mentioned, such as:

(a) persons could have learnt to read and write other than at school;
(b) prejudice of enumerators;
(c) vagueness of the definition and the different interpretations attached to it; and
(d) a greater possibility for obtaining misleading answers to the literacy question than to the question on educational level.

It would have been useful to draw a comparison between the data of the two criteria used, but owing to the anomalies mentioned, this is not possible. Furthermore the figure for literacy (educational level) would perhaps provide a more accurate reflection of literacy than that for literacy (self-evaluation), particularly owing to the problems experienced with the figures for literacy (self-evaluation) as mentioned.

1.4 Both definitions make provision for two categories only: literates and illiterates. However Fisher (1980:99) points out that it is easy to imagine that no person is fully literate, though some are more literate than others. This implies that literacy should be represented on a continuum with different levels, rather than simply as two extreme categories - fully literate and fully illiterate. Cumulative frequencies and proportions of the distribution of different levels of education in the respective population groups in the RSA are discussed in Section 2.7, Table 12 and Figure 1. In this way it is for example possible to determine the proportion of a particular population group which passed a specific school standard.

1.5 When discussing literacy among blacks in the RSA it is important to note that the Republics of Transkei, Bophuthatswana and Venda that had been included in previous censuses were excluded from the 1980 population census in the Republic of South Africa. The inhabitants of these three regions have settled mainly in rural areas, and correspondingly have only a small percentage of literates.* Their exclusion during the 1980 census inevitably affected the urban/rural composition of the rest of the black population of South Africa. A large percentage of illiterates was apparently excluded in this way and this could have contributed to unusual increases in percentages of literacy (see 2.5.2) in some of the categories. Furthermore regional borders were adjusted and this could have influenced urban/rural figures. At this stage it is still difficult to determine the exact effect that these factors have had on the total percentage of literate blacks.

1.6 Literacy among whites is not discussed as extensively as literacy among Asians, coloureds and blacks. This can be explained by the fact that illiteracy is not really an important issue among whites, as the

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* In 1970 42,80 % of the 15 years and older rural black population were literate (self-evaluation), compared with 71,47 % of the same category of urban blacks.

white literacy figure has been quite high for some time.* White illiterates constitute only 0,65 % of the total number of illiterates in the RSA.

1.7 Literacy (educational level) among Asians, coloureds and blacks is also discussed according to the different age cohorts. As far as the 1960 data are concerned, persons who were born during specific periods were divided into three cohorts**. The literacy situation of the same persons was again analysed for the years 1970 and 1980.

1.8 As the result of a different system of age classification in census reports the data on literacy (self-evaluation) are provided for the 15 years and older category of the population and those on literacy (educational level) are provided for the 20 years and older category.

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* See footnote on page 9.

** A cohort is a group of persons who were born during the same period.

2. LITERACY OF THE ADULT POPULATION OF THE RSA

2.1 INTRODUCTION

According to data based on a five per cent sample of the 1980 population census, 76,44 % of the 15 years and older population of the RSA was literate (self-evaluation) at the time of the survey. This figure compares well with that for populations in the rest of Africa.*

However the use of a single figure to describe the literacy situation of the total South African population is a misrepresentation, since it does not reflect the actual figure for any of the individual population groups in the country. The figures for literacy (self-evaluation) (Table 1 in Appendix A) of the different population groups** were as follows in 1980: Asians - 92,41 %; whites - 99,38 %; coloureds - 84,49 % and blacks - 66,95 %. Thus the literacy (self-evaluation) figures for Asians, whites and coloureds were at least eight per cent higher than the mean literacy figure for the total population, while the corresponding figure for blacks was nine per cent lower than the mean figure. A literacy figure of 76,44 % (as a single figure) therefore results in an incomplete and even distorted picture.

The use of a single figure also conceals discrepancies when the percentual share of each*** of the population groups in the total population and the total number of illiterates are considered (Table A). One per cent illiteracy represents different actual numbers with regard to the various population groups: one per cent of Asians is 5 200; whites - 32 800; coloureds - 15 900 and blacks - 101 000. Therefore one should not only consider the percentages of literacy, but also the actual numbers they represent.

TABLE A
PERCENTAGE THAT EACH POPULATION GROUP CONSTITUTES OF THE TOTAL POPULATION OF 15 YEARS AND OLDER, AS WELL AS OF ILLITERATE PERSONS

Population	% of total population older than 15 years	% of illiterates (self-evaluation) older than 15 years
Asians	3,3	1,07
Whites	21,2	0,65
Coloureds	10,3	6,75
Blacks	65,2	91,53
TOTAL	100,0	100,00

* Fisher (1980) for example remarks that in 1970 34 countries in the world (24 in Africa) had an illiteracy figure of 70 % or higher. He predicts that another 13 countries (of which 10 in Africa) will have an illiteracy figure of more than 70 % by 1990.

** Of the 15 years and older category.

*** "Each" in the paragraph refers only to the 15 years and older part of each population group.

In 1980 percentages of literacy (educational level) for the 20 years and older categories of the different population groups were as follows: blacks - 45,48 %; coloureds 68,54 %; Asians - 79,84 % and whites - 97,18 %. In terms of numbers this means that in 1980 there were (according to this criterion) more than 5 million illiterates among the South African population 20 years and older. Of these 4,5 million were black, 0,4 million coloured, 90 000 Asiatic and 80 000 white.

Next the literacy situation of the different population groups is discussed, first separately and then in comparison with one another.

2.2 ASIANS

According to the available data the Asian population in the RSA constitutes the group with the highest percentage of literates next to whites. In 1980 a question on literacy (for self-reporting) was included for the first time in the census among Asians and coloureds. Owing to the lack of previous comparable figures it is not possible to determine trends for literacy (self-evaluation) for these two population groups.

2.2.1 Literacy (self-evaluation)

In 1980 92,41 % of Asians in the age category 15 years and older were literate (self-evaluation) (Table 1). This implies that of the more than 516 000 Asians in that age group at that time, approximately 39 000 were illiterate.

There was a difference of almost 9 % with regard to literacy (self-evaluation) between Asian men (96,88 %) and Asian women (88,03 %). Although it is impossible to determine a trend according to this definition, it is clear, when considering the data in accordance with the definition of literacy (educational level) (Table 3), that the above difference is gradually disappearing.

2.2.2 Literacy (educational level)

If Standard 3 and higher is regarded as the criterion for literacy, 79,84 % of Asians in the 20 years and older category were literate (educational level) at the time of the 1980 census (Table 3).

As previously mentioned the most striking feature of literacy of the Asian population was the difference between men and women. In 1960 there was a difference of approximately 36 % between these groups in the age category 20 years and older (men: 71,81 %; women: 35,83 %). By 1970 the difference had decreased to 26,8 % (men: 83,66 %; women: 56,90 %) and by 1980 to 17,7 % when the literacy figure was 88,75 % for men and 71,17 % for women. The most dramatic decrease occurred in the younger age categories.

On the 1 % level of significance there were significantly larger percentages of literates among Asian men than women, both in urban and non-urban areas. The significance of differences was determined with the aid of the z test (see formula in Appendix C). There was a smaller difference in the percentage of literates between men and women in the younger age categories than between those in the older age groups. As age increased the percentage of literates in the next (older) age cate-

gory decreased. This decrease was larger among women than men (Table 3).

Regarding the increase in literacy (educational level) among Asians from 1960 to 1980, the biggest increase was recorded in the category for 35 to 64-year-olds, while the smallest increase occurred in the oldest category (65+ years old). The larger increase in the middle category can probably be ascribed to the fact that percentages of literacy in the younger categories (20-24 and 25-34) had already been relatively high in 1960, while there appeared to be more room for increase in the older categories (35-64 and 65+). The increase in literacy (educational level) that occurred in the older categories could also to a large degree be attributed to the fact that the young literates of 1960 had moved up to the older categories in 1980, rather than the acquisition of additional educational qualifications by those in the older categories (of 1960).

Table 6 contains an analysis of the increase in literacy (educational level) of the different age cohorts in 1960, 1970 and 1980. This would probably confirm the reason for the increase proposed above. Between 1960 and 1970 there was an increase of approximately 4 % in the number of literates in Cohorts A and D, whereas the increase in Cohort B was 2,01 %. Only slight differences occurred in the literacy situation in Cohorts C and D between 1970 and 1980, but among the women in Cohort D an increase of 3,92 % was recorded between 1970 and 1980.*

A positive feature of the decrease in illiteracy among Asians is the fact that besides the decrease in percentage, there is also a decrease in the actual number of illiterates. This is contradictory to the situation found in Third World countries, where despite the percentual increase in literacy there is also an increase in the actual number of illiterates in the country.** In the RSA the number of illiterate Asians decreased by 9 % from 1960 to 1980 (from approximately 93 900 in 1960 to approximately 85 500 in 1980).

2.3 WHITES

Prior to the 1980 census a question on literacy (self-evaluation) was last included in the census for whites in 1918. A probable reason for

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* Owing to different tabulations of ages in census reports it is not possible to distinguish three cohorts for 1960 with which to compare the data for 1970 and 1980. The same problem is encountered with regard to the data for coloureds. The cohorts that are distinguished for Asians and coloureds are the following:

	1960	1970	1980
Cohort A	15-24	25-34	-
Cohort B	25-34	35-44	-
Cohort C	-	25-44	35-54
Cohort D	35+	45+	55+

** In Third World countries this trend is closely associated with population growth.

this omission could be that the incidence of illiteracy among whites was considered to be insignificant.*

2.3.1 Literacy (self-evaluation)

A report based on a 5 % sample of the 1980 census revealed that approximately 99 % of all whites who were 15 years and older in 1980 were literate (self-evaluation) (Table 1). No significant difference (on the 1 % level of significance) could be traced between men and women with regard to the percentage of literates (men: 99,32 %; women: 99,24 %).

2.3.2 Literacy (educational level)

The literacy rate (educational level) for the 20 years and older part of the white population group was 97,18 % in 1980 (Table 2). There was once again a slight difference in the percentage of literacy (educational level) between men and women (men: 97,53 %; women: 96,83 %).

Regarding literacy (educational level) in urban and rural areas, the same sort of trends traced in most parts of the world were found to be also applicable to whites in South Africa, i.e. larger percentages of literates among the urban population than among the rural population (urban whites: 97,26 %; rural whites: 96,57 %). However the difference between the percentage of urban and rural literate whites in South Africa is considerably smaller than the corresponding figures in other developing countries and also considerably smaller than the differences encountered among the other population groups in South Africa.

2.4 COLOUREDS

Owing to the absence of a question (for self-evaluation) on literacy in previous censuses, it is, just as in the case of Asians and whites, impossible to determine literacy trends for coloureds according to the self-evaluation definition of literacy.

2.4.1 Literacy (self-evaluation)

In 1980 84,49 % of all coloureds in the category 15 years and older were literate (self-evaluation) (Table 1). This means that the actual number of illiterate coloureds in this category was approximately 246 700. There was only a small difference between the literacy of men and women among the coloureds (men 84,38 %; women 84,60 %). However as in the case of the white population this difference was statistically insignificant.

2.4.2 Literacy (educational level)

From the education data of the 1980 census it seems that 68,54 % of coloureds in the 20 years and older category were literate (educational level). According to this criterion for literacy there was also a small and statistically insignificant difference between men and women (men:

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* In 1918 2,0 % of the white population older than 15 years were illiterate (self-evaluation). Among the men in this age category there were 2,2 % who were illiterate and for the women the corresponding figure was 1,8 %.

68,55 %; women 68,52 %). Despite the fact that the figures for literacy (educational level) are not based on the same age category as those for literacy (self-evaluation) and therefore cannot really be compared with them, they are considerably lower than the latter. (The same phenomenon is also encountered among Asians and blacks. In the case of whites there is a relatively small difference between the two criteria for literacy.)

One of the major features of literacy among coloureds is the discrepancy between the urban and the rural population. In urban areas 77,11 % of the persons in the 20 years and older category were literate (educational level), whereas only 38,63 % of those in the same age category in rural areas were literate (educational level) (Table 2).

In a comparison between different age categories the largest percentage of literates was found among the younger categories (Table 4). (This is quite common.) From 1960 to 1980 there was an increase in literacy in all the age categories. As in the case of the Asian population group, the largest increase occurred in the age category 35 to 64 years and the smallest in the category 65 years and older. However in contrast with the Asians the increase was slightly larger among men than among women (Table 4).

The faster increase that occurred in the middle age category may (as in the case of Asians) be attributed to the fact that the younger age category appears already to have included a relatively high percentage of literates in 1960 and therefore reached a plateau after which a slower increase in literacy was recorded. Possibly there was a larger category of young literates who moved into the older age category, resulting in a more rapid increase in the number of older literates. The difference between the middle and highest age categories would probably not have been so big had the 35 to 64-year-old category been divided into smaller categories. However owing to the age categories used in census reports it is not possible to reflect the figures in this way.

Between 1960 and 1980 there was an increase of 17,6 % in literacy (educational level) among coloureds (Table 4), but in contrast with Asians the actual number of illiterate coloureds increased after 1960: 1960 - 332 550; 1970 - 340 473; 1980 - 395 300. These figures represent an increase of almost 19 % in the number of illiterate coloureds since 1960.

Table 7 can to a certain extent confirm the belief that the increase in the literacy percentages among older persons from 1960 to 1980 should be ascribed to the movement of the younger category of literates to the older category, rather than to their actual acquisition of an educational qualification. Table 7 contains an analysis of the increase in literacy (educational level) for the different age cohorts among the coloured population.

A smaller increase in literacy (educational level) occurred in the different age cohorts (Table 7) than in the specific age categories (those set out in Table 4). For example from 1960 to 1980 there was an increase of more than 9 % in literacy (educational level) among the 25 to 34-year-olds (Table 4). As far as Cohort B (25 to 34-year-olds in 1960

and 35 to 44-year-olds in 1980) (Table 4) is concerned, there was an increase of only 2,83 % in literacy (educational level).

The same problem regarding the tabulation of ages that was pointed out in the case of the Asian population is also encountered in the case of coloureds. (See footnote on page 8.) In the report on literacy among blacks (Ellis, 1982) it was already concluded that either only a very slight or no real increase in literacy resulted from the actual attainment of an educational qualification after the normal school-attending age. This report covers the period between 1960 and 1980; in other words it overlaps partially with the period that is covered in the report on blacks. During this period adult education at the level of literacy promotion did not receive much attention. As can be inferred from the data, the increase in literacy predominantly occurred in the period between 1960 and 1970 (2,67 % - 4,90 %), while from 1970 to 1980 the situation changed only very slightly (0,04 % - 1,59 %). It is quite difficult to explain this increase in literacy (educational level), as well as the discrepancies in the increases for the various periods.

2.5 BLACKS*

Data on literacy (self-evaluation) among the black population in the RSA have been available since 1946. Consult Ellis's report (1982) for a more detailed discussion of the state of literacy among blacks for the period 1946 to 1970. References to the latter report are made only for the sake of comparison. Furthermore it is important to keep in mind the effect that the exclusion of the Transkei, Bophuthatswana and Venda may have had on literacy figures.

2.5.1 Literacy (self-evaluation)

In 1980 66,95 % of the 15 years and older part of the black population were literate (self-evaluation). Thus there were more than 3 million illiterates (self-evaluation) in this category of blacks. This figure is almost eleven times larger than the number of illiterates (self-evaluation) among the other three population groups in the RSA in 1980 and it constitutes 91,5 % of the total number of illiterates (self-evaluation) of 15 years and older. There was also a significant difference (at the 1 % level of significance) between black men (69,20 %) and black women (64,47 %) as far as literacy (self-evaluation) is concerned.

A relatively steady increase (approximately 1 % per year) in literacy (self-evaluation) took place among the black population in South Africa between 1946 and 1970 (Ellis, 1982). From 1970 to 1980 there was an increase of almost 17 % in the number of literate blacks in the age category 15 years and older. Part of the increase may probably be attributed to the exclusion of the inhabitants of the Transkei, Bophuthatswana and Venda, which meant the exclusion of a large number of illiterate rural blacks (see also Table 9 regarding increases in literacy (self-evaluation)). Another important point to remember is that all persons with a Standard 2 or higher qualification were apparently encoded as literate (self-evaluation) in the census report.**

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* The data on illiteracy among Blacks are also discussed in an unpublished M.A. dissertation by Ellis (1984).

** See footnote on page 3.

2.5.2 Literacy (educational level)*

If measured in terms of the criterion Standard 3 and higher (for the purposes of this report applied as the criterion for literacy (educational level)), it appears that 45,48 % of the 20 years and older category of blacks were literate in 1980. This is 12,85 % more than in 1970 when the figure for the 20 years and older group was 32,63 %. On the whole (as in the case of Asians and coloureds), this increase probably cannot be ascribed to the acquisition of an educational qualification only.

As far as literacy (educational level) is concerned, there were 3,45 % more literates (educational level) among black men than black women (Table 2). Blacks were the only population group among whose urban women there was a larger percentage of literates than among the men (black women: 67,19 %; black men: 59,98 %). However, just as in the case of the other population groups, there were more literates among black men than women in the rural areas (black men: 33,61 %; black women: 26,15 %). A factor that may possibly play a role in this regard is the educational qualifications of those men and women who migrate to the cities. The exact effect of this can be determined by means of further investigations only.

There was a smaller difference between the percentage of literate black men in urban and rural areas than between the percentage of literate black women in the same areas (men: 26,37 % and women: 41,04 % - see Table 2).

From 1960 to 1980 there was an increase in literacy among blacks in all the age categories as indicated in Table 5. It should however be borne in mind that a change in borders occurred between 1970 and 1980, and large numbers of blacks were excluded from the 1980 census as these three areas had gained independence. It is therefore not always possible to make precise deductions. From the available data it appears that the most important increases in the percentage of black literates occurred in the two younger age categories and not in the 35 to 64-year-old category as in the case of coloureds and Asians. In 1960 literacy was at a relatively low level among blacks in all the age categories; consequently there was room for an increase in all the categories. Real increase in the percentage of literacy usually results from wider provision of education and increased school attendance by the younger age categories. The greater awareness of the necessity of education apparently further contributed to the fact that the addition of newly literates from the younger generation had had a large effect on the increase in literacy - particularly among those in the age group 15 to 24-year-olds.

Literacy trends are also closely related to population growth. As a result of the high birthrate and declining child-mortality rate among the black population (Science Committee of the President's Council on demographic trends in South Africa, 1983*) those persons under 15 years old proportionally constitute a large part of this population group. This

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* All the differences between men and women (urban and rural) were meaningful at the 1 % level of significance calculated according to the z test.

exerts severe pressure on the provision of education facilities that in turn may have a negative effect on literacy trends.

As age increases, there is a decline in the percentage increase in literacy. Whereas literacy (educational level) of persons in the category 20 to 24-year-olds increased by approximately 28 % from 1960 to 1980, the increase among persons in the 65 years and older age category was less than 8 %. There was also a more rapid increase in literacy (educational level) among black men than black women. In 1960 the percentage of literate women 20 years and older was more than 2 % higher than the percentage of literate men in the corresponding age group, but in 1970 the literacy figure for black men was more than 1 % higher than the figure for women. In 1980 the literacy figure for men was almost 3,5 % higher than the corresponding figure for women (Table 5).

Table 8 contains a discussion of the increase in literacy (educational level) for the different age cohorts of blacks. According to the data it seems that actual acquisition of literacy occurred in Cohort A, i.e. those who were between 5 and 14 years old in 1960 and between 15 and 24 in 1970. There was more than a 40 % increase in the number of literates among both men and women in this cohort. The increase can possibly be ascribed to the fact that most persons in the particular cohort attended school during this period. After 1970 there was an additional increase of approximately 7 % among the men and 4 % among the women in this cohort. The increases can be attributed partially to the exclusion of the inhabitants of the Transkei, Bophuthatswana and Venda in the 1980 census.

An increase in literacy (educational level) that seems rather implausible is the more than 8 % increase in the literacy figure for the men in Cohort B between 1960 and 1970 (Table 8). It is doubtful whether so many blacks in this age group could really have acquired an educational qualification. In Cohorts B and C increases in literacy (educational level) were also reported for the period 1970 to 1980 and these were equally hard to explain on the basis of the available data.

As in the case of coloureds there was an increase in the actual number of illiterates, despite the fact that the percentage of literates increased. The number of illiterates rose from approximately 4 093 700 in 1960 to approximately 4 486 200 in 1980. This increase occurred despite the inclusion of the Transkei, Bophuthatswana and Venda in the 1960 census and their exclusion from the 1980 census.

The available data indicate that a more rapid increase in literacy (self-evaluation) took place between 1970 and 1980 than before 1970 (see Ellis, 1982). Whereas percentages according to the two definitions of literacy earlier increased almost parallelly, the increase in terms of the definition for literacy (self-evaluation) occurred much faster between 1970 and 1980. This phenomenon is hard to explain since figures for literacy (educational level) are very close to the figures estimated by French (1982; 24). It was also impossible to explain the increase in literacy (self-evaluation) on the grounds that so many more persons at-

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* Henceforth referred to as the President's Council.

tended literacy classes.* It could, however, possibly be attributed to an increase in the status of literacy and education (the prestige value of literacy probably caused overreporting (self-evaluation)), large percentages of illiterates in the independent states excluded from the survey, and persons with a standard 2 and higher qualification apparently encoded as literates in the census of 1980.

2.6 ECONOMICALLY ACTIVE PART OF THE POPULATION

Development in the field of technology requires an increasing number of skills. Therefore there is a growing demand for improvement of the literacy level of as many people as possible and for the supply of adequate technically and academically skilled manpower in order to meet planning and development needs. Development requires increasing literacy, which no longer involves the merely basic reading and writing skills. Employers are tending to require more than mere literacy (as defined earlier in the report) from their workers.** An increase in the demands set by the labour market with regard to literacy could lead to people who are not at all or only slightly literate from being excluded from the labour market.

The percentages of economically active persons in the different population groups are indicated in Table 10, while Table 11 shows the number of economically active persons who have obtained a Standard 6 or a higher qualification. In terms of this criterion the literacy figures for the different population groups differ even more than when the two definitions that are used in the report are applied as the criteria for literacy.

J. Butler-Adam (1982) indicates that even a Standard 6 certificate or literacy skill does not guarantee mobility from or even among the lower job levels. From the tables it is clear that the black population, which constitutes the largest share of the country's economically active force (more than 5,57 million of the 8,7 million people who are economically active) is the population group with the lowest percentual share of trained persons in the labour situation (only 24,6 % of economically active blacks have reached an educational level of Standard 6 or higher).

Coloureds, who constitute 10,7 % of the economically active persons in the total South African population, also do not occupy a favourable position in this regard. Only 42,81 % of this group have an educational qualification of Standard 6 or higher. The corresponding figures in the other two population groups are as follows: Asians constitute 3 % of the economically active population, and 73,1 % of them have a Standard 6 or higher qualification. Whites constitute approximately 22 % of the economically active population, and 95,5 % have an educational qualification of Standard 6 or higher. This does not mean that illiteracy is no longer a problem among Asians and whites, but in this case the attention is focused on the concentration of illiteracy among specific population groups.

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* See French (1982:24) for number that attended classes in 1980.

** Jane Butler-Adam (1982). Various interviews with training officers in the industry revealed that Standard 6 is increasingly regarded as a minimum requirement for basic industrial literacy.

2.7 CUMULATIVE DISTRIBUTION OF THE EDUCATIONAL LEVELS OF PERSONS 20 YEARS AND OLDER IN THE RSA

The number of persons in the 20 years and older categories of each of the four population groups that had reached different levels of formal educational training by 1980 are indicated in Table 12.* These figures are summarized in Figure 1 (Appendix B).

The table contains cumulative figures for each educational level of the various population groups, as well as for the total South African population. Cumulative frequencies and cumulative percentage frequencies are also indicated and thus render it possible to determine the number of persons in a particular population group who have reached a specific educational level.

The actual figures, and Figure 1 in particular, are informative - especially in the sense that they so clearly reflect the disproportion with regard to literacy between the different population groups. Despite this the comparability of the figures should be regarded with some caution since each population group has its own education system in which different standards and circumstances apply.

Table 12 and Figure 1 are furthermore important to those who are concerned with the promotion of literacy and the development of adult education as they clearly show that 55 % of the black population (20 years and older) have a Standard 2 and lower qualification, thereby constituting a very large target group for literacy education. Although some of the 4,5 million illiterates fall in the older and economically inactive category, it would be wrong to think that they constitute the predominant group.** On the other hand only about 3 % of all whites 20 years and older have an educational qualification lower than a Standard 3 certificate. The approximately 88 000 illiterate whites are also not found solely among the older generation.

On closer examination it seems that white and black illiterates differ considerably from one another. The illiterate black is one of many. He is most probably illiterate because education was never provided for him, or because it was not compulsory for him to go to school. The culture in which he is found is not dependant on literacy for education and the transfer of cultural values and literacy is not demanded as one of the prerequisites for participation in these. The white person with a low educational level on the other hand perhaps holds an inferior position in terms of the white community and probably feels self-conscious about it. He could experience his lack of educational status as a personal failure to a much greater extent than a black illiterate would.

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* Data are compiled from the 5 % sample tabulation of social features, Report No. 02-80-02 of the 1980 census.

** The following proportions of 20 years and older persons with a Standard 2 and lower qualification are younger than 55 years old and live in urban areas: blacks - 26 %; whites - 48 %; coloureds - 39 %; Asians - 53 %. Thirty-six per cent of blacks in the category 20 years and older who did not receive any education are younger than 35 years, but only one out of every five in this category lives in an urban area.

Since school education is compulsory for him, his dropping out is experienced differently from that of a black person.

It is therefore evident that clearly differentiated strategies for educational aid are required for the different population groups. In the light of the number of Non-white adults with a low educational level educational planners tend to ignore the problem of illiteracy among whites. However because of the relatively greater estrangement between white illiterates and their specific community, this problem should not be overlooked. For example extensive programmes* are available for persons in similar situations in Britain, the United States of America, Australia and other countries despite the fact that illiteracy and low levels of education pose minimal problems in those countries.

Educational levels above those that are theoretically regarded as a minimum criterion for literacy are also important for planners of literacy services. Although there is no clear proof for the belief that persons with a Standard 7 or lower qualification experience reading difficulties, discussions with training personnel in the industry and with those who supply easy reading matter for adults revealed that this might quite possibly be the case.

The younger white person is once again the drop-out who would have experienced learning problems at school. The adult black with a Standard 7 qualification on the other hand falls in the top 15 % of his population group as far as educational level is concerned, and he would most probably be able to read certain reading matter very well. He would perhaps not be a fluent reader and might experience difficulty in reading documents that require more than mere superficial interpretation and are written in the official languages. It is this part of the population that needs an intermediate course to prepare itself for job training or other aspects of competition in a technological society.

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* Britain - Moyle, D. (ed.) (1979); USA - Hunter, C.S. and Harman, D. (1979); Australia - Dymock, D. (1982).

3. SUMMARY AND CONCLUSIONS

Determining the extent of the problem of illiteracy in a country depends on what is meant by literacy, and it is particularly difficult to produce a generally acceptable definition. In South Africa with its plural society the problem is made worse by the fact that a person could be fully literate within one social context and totally illiterate in another. No absolute meaning that would be satisfactory under all circumstances can be attached to the concepts literacy or functional literacy. Despite problems it would be possible to agree with Fourie (1978:6) that since other methods are not available, one would have to rely on those that are available at present even if trends were to be inferred in cases where data are incomplete, non-comparable, contradictory or questionable. It is however important to point out these problems in the discussion of literacy figures.

On account of the problems that are encountered in the definition and measuring of literacy and the interpretation of literacy figures, continued research on the role and significance of literacy in the lives of members of the different population groups in South Africa is essential. For this reason figures in this report should rather be regarded as a general indication of literacy of the population. However the data regarding literacy clearly differentiate between the different population groups and between the individual categories in these population groups.

It appears from the data that there are still millions of adult South Africans who do not meet the requirements of literacy. Furthermore the problem of illiteracy is mostly prevalent among the black population, while large percentages of illiterates are also found among coloureds, especially among the rural population, and Asians (especially women).

The most important remarks that can be made with regard to literacy among the South African population can be summarized as follows:

1. Large percentages of whites - both in urban and rural areas and among men as well as women - are literate. Illiteracy (educational level) varies between 2,36 % and 3,67 % in the categories mentioned.

2. At least 20 % or more of the other three population groups are illiterate (educational level).

3. Illiteracy occurs mainly among the rural population and especially among blacks and coloureds.

4. Although the differences with regard to literacy (educational level) are gradually disappearing between the men and women of the Asian population, a considerable discrepancy (21,65 %) still exists.

5. The chance of becoming literate after passing the usual school age seems to be slight or unlikely in the present circumstances. Consequently the increase in the percentage of literates still depends mainly on the addition of young literates to the adult population.

6. Increased literacy generally occurs faster among men than women.

7. Large percentages of illiterates are encountered especially in the age categories for people older than 35 years.

If these figures are regarded as an indication of needs among the different population groups, it seems that literacy programmes can contribute much to the literacy level of the total black population, Asian women and rural coloureds.

Owing to mutual differences between the education systems of the various population groups, the literacy situation that prevails in each of these groups should not be summarily compared. However it is important to point out that whereas literate whites have mainly reached higher levels of literacy, literate blacks, coloureds and Asians (to a lesser extent) have generally reached an educational level between Standards Three and Five.*

Although the report does not take into account the language in which persons are literate, the problems of those members of the South African society who are not literate in either of the official languages should not be disregarded. Since many literate blacks are literate in their mother tongue rather than in Afrikaans and/or English, this problem would perhaps concern the black population to a greater extent than any of the other population groups.

An important factor that should not be disregarded is the impact of population growth on literacy and illiteracy trends. When considering the fact that the population groups under discussion find themselves in different stages of demographic transition (with blacks at the beginning of an "explosion phase" and whites already below the replacement rate: President's Council, 1983), it can be said that differential illiteracy trends correspond to a large degree with the pressure that differential population growth exerts on the educational institutions in the community.

In view of the increasing number of illiterate blacks and coloureds (see 2.4.2 and 2.5.2) and the explosive phase of the population growth which is especially expected among the blacks, it is evident that definite action should be initiated to prevent a further increase in the actual number of illiterates, and to bring about a decrease in these figures.

From the extent of illiteracy in the RSA it is clear that this is a national problem that is not restricted to one population group, sex, age category or area. Illiterates are encountered among the total population in cities, towns, farms and industrial areas. Increasing demands of the labour situation require more than basic literacy. What seems to be necessary is a functional literacy through which persons are able to participate to a greater extent in modern society and occupational labour. This would require not only beginners' classes for literacy, but also a continuation of education at higher levels. Transitional courses would be particularly valuable to those persons who have acquired only a basic level of literacy or obtained a relatively low educational qualification. Such courses would also promote their rightful participation in a changing society.

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* As reflected in Table 12 and Figure 1.

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APPENDIX A

TABLE 1

LITERACY (SELF-EVALUATION) OF THE DIFFERENT POPULATION GROUPS IN THE RSA (1980): PERSONS 15 YEARS AND OLDER

Population group		Men	Women	Total
Asians	N*	255 500	260 700	516 240
	T**	247 560	229 500	477 060
	%***	96,88	88,03	92,41
Whites	N	1 630 980	1 650 400	3 281 380
	T	1 619 920	1 637 900	3 257 820
	%	99,32	99,24	99,28
Coloureds	N	776 560	814 180	1 590 740
	T	655 260	688 800	1 344 060
	%	84,38	84,60	84,49
Blacks	N	5 286 140	4 828 020	10 114 160
	T	3 658 160	3 112 860	6 771 020
	%	69,20	64,47	66,95
Total	N	7 949 220	7 553 300	15 502 520
	T	6 180 900	5 669 060	11 849 960
	%	77,75	75,05	76,44

* N = Total population in specific age category.
** T = Number of literates in specific age category.
*** % = T/N x 100.

TABLE 2

LITERACY (EDUCATIONAL LEVEL)* OF THE DIFFERENT POPULATION GROUPS IN THE RSA ACCORDING TO POPULATION GROUP, AREA AND SEX (1980)**: PERSONS 20 YEARS AND OLDER

Population group		Urban			Non-urban			Total		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Asians	N	190 660	195 680	386 340	18 720	19 140	37 860	209 380	214 820	424 200
	T	171 400	142 280	313 680	14 420	10 600	25 020	185 820	152 880	338 700
	%	89,90	72,71	81,19	77,03	55,38	66,09	88,75	71,17	79,84
Whites	N	1 218 360	1 271 500	2 489 860	178 660	153 620	332 280	1 397 020	1 425 120	2 822 140
	T	1 189 640	1 232 000	2 421 640	172 900	147 980	320 880	1 362 540	1 379 980	2 742 520
	%	97,64	96,89	97,26	96,78	96,33	96,57	97,53	96,83	97,18
Coloureds	N	459 560	516 860	976 420	150 920	129 020	279 940	610 480	645 880	1 256 360
	T	359 760	393 160	752 920	58 740	49 400	108 140	418 500	442 560	861 060
	%	78,28	76,07	77,11	38,92	38,29	38,63	68,55	68,52	68,54
Blacks	N	2 211 760	1 668 980	3 880 740	2 106 16[illegible]	241 540	4 347 700	4 317 920	3 910 520	8 228 440
	T	1 326 700	1 121 400	2 448 100	707 [illegible]	586 240	1 294 160	2 034 620	1 707 640	3 742 260
	%	59,98	67,19	63,08	33,6[illegible]	26,15	29,77	47,12	43,67	45,48
Total	N	4 080 340	3 653 020	7 733 360	2 454 460	2 543 320	4 997 780	6 534 800	6 196 340	12 731 140
	T	3 047 500	2 888 840	5 936 340	953 980	794 220	1 748 200	4 001 480	3 683 060	7 684 540
	%	74,69	79,08	76,76	38,87	31,23	34,98	61,23	59,44	60,36

* Educational level of Standard 3 and higher.
** Unspecified educational level not included in the totals.

TABLE 3

LITERACY (EDUCATIONAL LEVEL)* AMONG ASIANS IN THE RSA ACCORDING TO AGE AND SEX (1960, 1970, 1980)

Age		1960			1970			1980		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
20-24	N	22 273	23 144	45 417	31 583	33 560	65 143	38 980	39 140	78 120
	T	19 805	14 136	33 941	30 171	28 439	58 610	37 400	36 840	74 240
	%	88,92	61,08	74,73	95,53	84,74	89,97	95,95	94,12	95,03
25-34	N	32 701	32 709	65 410	46 111	46 884	92 995	68 640	69 380	138 020
	T	27 895	14 339	42 234	42 984	32 960	75 944	65 300	61 180	126 480
	%	85,30	43,84	64,57	93,22	70,30	81,66	95,13	88,18	91,64
35-64	N	46 172	41 033	87 205	64 091	59 797	123 888	92 140	96 140	188 280
	T	27 533	7 180	34 713	48 420	20 736	69 156	78 540	53 140	131 680
	%	59,63	17,50	39,81	75,55	34,68	55,82	85,24	55,27	69,94
65+	N	4 918	2 956	7 874	5 897	4 947	10 844	9 620	10 160	19 780
	T	933	118	1 051	1 974	477	2 451	4 580	1 720	6 300
	%	18,97	3,99	13,35	33,47	9,64	22,60	47,61	16,93	31,85
Total	N	106 064	99 842	205 906	147 682	145 188	292 870	209 380	214 820	424 200
	T	76 166	35 773	111 939	123 549	82 612	206 161	185 820	152 880	338 700
	%	71,81	35,83	54,36	83,66	56,90	70,39	88,75	71,17	79,84

* Unspecified educational level not included in the totals.

TABLE 4

LITERACY (EDUCATIONAL LEVEL)* AMONG COLOUREDS IN THE RSA ACCORDING TO AGE AND SEX (1960, 1970, 1980)

Age		1960			1970			1980		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
20-24	N	65 292	68 231	133 523	81 877	90 671	172 548	132 880	133 260	266 140
	T	40 975	43 903	84 878	58 915	66 396	125 311	104 900	105 040	209 940
	%	62,76	64,43	63,57	71,95	73,23	72,62	78,94	78,82	78,88
25-34	N	100 012	102 380	202 392	121 725	130 083	251 808	188 560	193 400	381 960
	T	58 975	61 792	120 767	83 226	90 468	173 694	141 500	145 780	287 280
	%	58,97	60,36	59,67	68,37	69,55	68,98	75,04	75,38	75,21
35-64	N	148 709	145 869	294 578	190 379	196 720	387 099	252 240	272 040	524 280
	T	63 503	65 470	128 973	104 163	111 095	215 258	159 520	173 960	333 480
	%	42,70	44,88	43,78	54,71	56,47	55,61	63,24	63,95	63,61
65+	N	22 222	25 078	47 300	27 981	33 395	61 376	36 800	47 180	83 980
	T	4 299	6 326	10 625	7 386	10 709	18 095	12 580	17 780	30 360
	%	19,35	25,23	22,46	26,40	32,07	29,48	34,18	37,69	36,15
Total	N	336 235	341 558	677 793	421 962	450 869	872 831	610 480	645 880	1 256 360
	T	167 752	177 491	345 243	253 690	278 668	532 358	418 500	442 560	861 060
	%	49,89	51,97	50,94	60,12	61,81	60,99	68,55	68,52	68,54

* Unspecified educational level not included in the totals.

TABLE 5

LITERACY (EDUCATIONAL LEVEL)* AMONG BLACKS IN THE RSA ACCORDING TO AGE AND SEX (1960, 1970, 1980)

Age		1960			1970			1980		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
20-24	N	476 048	477 637	953 685	529 203	653 838	1 183 041	936 680	811 420	1 748 100
	T	139 543	175 497	315 040	251 173	311 282	562 455	577 880	493 180	1 071 060
	%	29,31	36,74	33,03	47,46	47,61	47,54	61,69	60,78	61,27
25-34	N	822 462	783 959	1 606 421	847 032	1 032 632	1 879 664	1 351 960	1 117 320	2 469 280
	T	215 539	237 391	452 930	345 942	407 086	753 028	731 720	591 520	1 323 240
	%	26,21	30,28	28,19	40,84	39,42	40,06	54,12	52,94	53,59
35-64	N	1 254 067	1 157 352	2 411 419	1 421 724	1 589 820	3 011 544	1 829 600	1 698 160	3 527 760
	T	226 859	210 816	437 675	379 850	400 500	780 350	706 720	598 140	1 304 860
	%	18,09	18,22	18,15	26,72	25,19	25,91	38,63	35,22	36,99
65+	N	164 424	204 150	368 574	225 254	307 953	533 207	220 820	299 520	520 340
	T	15 951	14 770	30 721	27 857	32 450	60 307	39 440	40 700	80 140
	%	9,70	7,23	8,34	12,37	10,54	11,31	17,86	13,59	15,40
Total	N	2 710 179	2 618 027	5 328 206	3 023 213	3 584 243	6 607 456	4 339 060	3 926 420	8 265 480
	T	596 791	637 693	1 234 484	1 004 822	1 151 318	2 156 140	2 055 760	1 723 540	3 779 300
	%	22,02	24,36	23,17	33,24	32,12	32,63	47,38	43,90	45,72

* Unspecified educational level not included in the totals.

TABLE 6

THE INCREASE IN LITERACY (EDUCATIONAL LEVEL)* OF THE DIFFERENT COHORTS OF ASIANS IN THE RSA BETWEEN 1960 AND 1980

		A		B		C		D		
		1960 15-24	1970 25-34	1960 25-34	1970 35-44	1970 25-44	1980 35-54	1960 35+	1970 45+	1980 55+
Men	N	49 580	46 111	32 701	31 307	77 418	75 560	51 090	38 681	26 200
	T	44 126	42 984	27 895	26 916	69 900	67 300	28 466	23 478	15 820
	%	89,00	93,22	85,30	85,97	90,29	89,07	55,72	60,70	60,38
Women	N	51 010	46 884	32 709	30 523	77 407	78 440	43 989	34 221	27 860
	T	33 722	32 960	14 339	14 252	47 212	48 100	7 298	6 961	6 760
	%	66,11	70,30	43,84	46,69	60,99	61,32	16,59	20,34	24,26
Total	N	100 590	92 995	65 410	61 830	154 825	154 000	95 079	72 902	54 060
	T	77 848	75 944	42 234	41 168	117 112	115 400	35 764	30 439	22 580
	%	77,39	81,66	64,57	66,58	75,64	74,94	37,62	41,75	41,77

* Unspecified educational level not included in the totals.

TABLE 7

THE INCREASE IN LITERACY (EDUCATIONAL LEVEL)* OF THE DIFFERENT COHORTS OF COLOUREDS IN THE RSA BETWEEN 1960 AND 1980

		A		B		C		D		
		1960 15-24	1970 25-34	1960 25-34	1970 35-44	1970 25-44	1980 35-54	1960 35+	1970 45+	1980 55+
Men	N	135 916	121 725	100 012	92 338	214 063	204 000	170 931	126 022	85 040
	T	86 261	83 226	58 975	57 203	140 429	134 080	67 802	54 346	38 020
	%	63,47	68,37	58,97	61,95	65,60	65,73	39,67	43,12	44,71
Women	N	140 126	130 083	102 380	96 299	226 382	218 000	170 947	133 816	101 220
	T	91 928	90 468	61 792	60 699	151 167	145 660	71 796	61 105	46 080
	%	65,60	69,55	60,36	63,03	66,78	66,82	42,00	45,66	45,52
Total	N	276 042	251 808	202 392	188 637	440 445	422 000	341 878	259 838	186 260
	T	178 189	173 694	120 767	117 902	291 596	279 740	139 598	115 451	84 100
	%	64,55	68,98	59,67	62,50	66,20	66,29	40,83	44,43	45,15

* Unspecified educational level not included in the totals.

TABLE 8

THE INCREASE IN LITERACY (EDUCATIONAL LEVEL)* OF THE DIFFERENT COHORTS OF BLACKS IN THE RSA BETWEEN 1960 AND 1980

		A			B			C		
		1960 5-14	1970 15-24	1980 25-34	1960 15-34	1970 25-44	1980 35-54	1960 35+	1970 45+	1980 55+
Men	N	1 397 702	1 268 119	1 351 960	1 819 481	1 511 290	1 502 400	1 418 491	982 720	548 020
	T	90 782	595 991	731 720	525 832	559 652	620 080	242 810	193 997	126 080
	%	6,50	47,00	54,12	28,90	37,03	41,27	17,12	19,74	23,01
Women	N	1 377 818	1 462 686	1 117 320	1 770 089	1 789 711	1 333 920	1 361 502	1 140 694	663 760
	T	123 418	719 369	591 520	615 670	639 399	518 020	225 586	200 637	120 820
	%	8,96	49,18	52,94	34,78	35,73	38,83	16,57	17,59	18,20
Total	N	2 775 520	2 730 805	2 469 280	3 589 570	3 301 001	2 836 320	2 779 993	2 123 414	1 211 780
	T	214 200	1 315 360	1 323 240	1 141 502	1 199 051	1 138 100	468 396	394 634	246 900
	%	7,72	48,17	53,59	31,80	36,32	40,13	16,85	18,58	20,37

* Unspecified educational level not included in the totals.

TABLE 9

THE INCREASE IN THE PERCENTAGE OF LITERACY (SELF-EVALUATION) AND LITERACY (EDUCATIONAL LEVEL)* AMONG 15 YEARS AND OLDER BLACKS FROM 1960 TO 1980

		LITERACY (SELF-EVALUATION)			LITERACY (EDUCATIONAL LEVEL)		
YEAR		MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
1960	N	3 197 352	3 080 906	6 278 258	3 237 972	3 131 591	6 369 563
	T	1 302 747	1 226 876	2 529 623	768 642	841 256	1 609 898
	%	40,74	39,82	40,29	23,74	26,86	25,27
1970	N	3 773 267	4 402 510	8 175 777	3 762 129	4 393 091	8 155 220
	T	1 961 031	2 133 185	4 094 216	1 349 640	1 559 405	2 909 045
	%	51,97	48,45	50,08	35,87	35,50	35,67
1980	N	5 286 140	4 828 020	10 114 160	**	**	**
	T	3 658 160	3 112 860	6 771 020			
	%	69,20	64,47	66,95			
Increase from 1960 to 1970		11,23	8,63	9,79	12,13	8,64	10,40
Increase from 1970 to 1980		17,23	16,02	16,87			
Increase from 1960 to 1980		28,46	24,65	26,66			

* Unspecified educational level not included in the totals.
** Figures for the 15 years and older group are not available for 1980.

TABLE 10

PERCENTAGE OF ECONOMICALLY ACTIVE PERSONS IN THE SOUTH AFRICAN POPULATION (1980)

Population group		Men	Women	Total
Asians	N	408 180	413 140	821 320
	T	190 000	65 820	255 820
	%	46,58	15,93	31,15
Whites	N	2 265 400	2 262 700	4 528 100
	T	1 274 380	630 680	1 905 060
	%	56,25	27,87	42,07
Coloureds	N	1 289 520	1 323 260	2 612 780
	T	572 700	355 080	927 780
	%	44,41	26,83	35,51
Blacks	N	8 696.080	8 227 680	16 923 760
	T	3 822 860	1 754 180	5 577 040
	%	43,96	21,32	32,95
Total	N	12 659 180	12 226 780	24 885 960
	T	5 859 940	2 805 760	8 665 700
	%	46,29	22,95	34,82

TABLE 11

PERCENTAGE WITH A STANDARD 6 QUALIFICATION AND HIGHER AMONG THE ECONOMICALLY ACTIVE PERSONS IN THE RSA (1980)

Population group		Men	Women	Total
Asians	N	190 000	65 820	255 820
	T	143 580	43 320	186 900
	%	75,57	65,82	73,06
Whites	N	1 274 380	630 680	1 905 060
	T	1 213 160	606 080	1 819 240
	%	95,20	96,01	95,50
Coloureds	N	572 700	355 080	927 780
	T	243 100	154 060	397 160
	%	42,45	43,39	42,81
Blacks	N	3 822 860	1 754 180	5 577 040
	T	850 880	522 200	1 373 080
	%	22,26	29,77	24,62
Total	N	5 859 940	2 805 760	8 665 700
	T	2 450 720	1 325 660	3 776 380
	%	41,82	47,25	43,58

TABLE 12

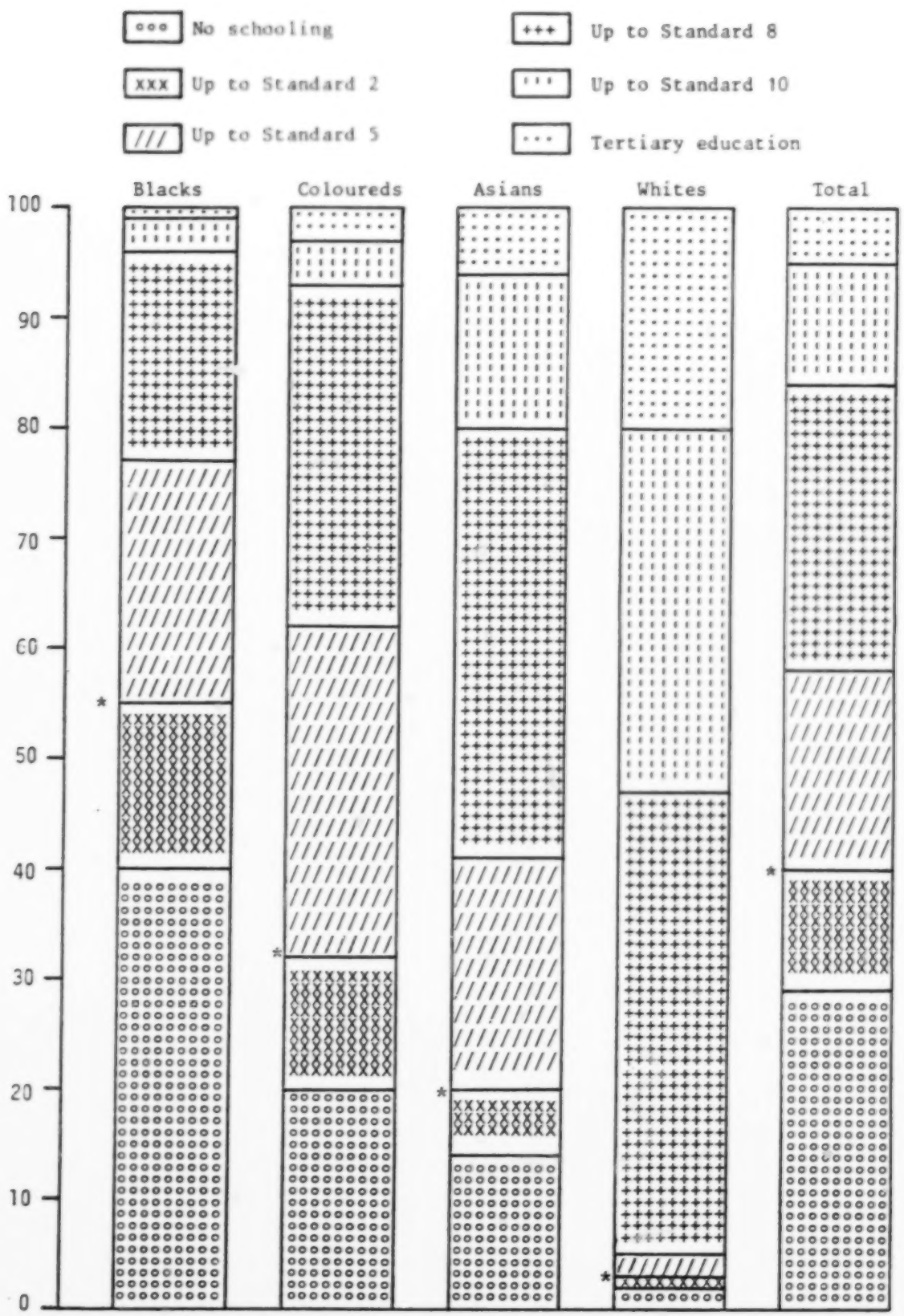
CUMULATIVE DISTRIBUTION OF THE EDUCATIONAL LEVELS* OF PERSONS 20 YEARS AND OLDER IN THE RSA (1980)

Educational level	Blacks			Coloureds			Asians			Whites			Total		
	n	** Cum. f	*** Cum. %	n	Cum. f	Cum. %	n	Cum. f	Cum. %	n	Cum. f	Cum. %	n	Cum. f	Cum. %
None	3 268 900	3 268 900	40	254 100	254 100	20	58 000	58 000	14	64 940	64 940	2	3 645 940	3 645 940	29
Up to st.1	620 220	3 889 120	47	74 180	328 280	26	12 160	70 160	17	7 980	72 920	3	714 540	4 360 480	34
2	597 060	4 486 180	55	67 020	395 300	32	15 340	85 500	20	6 700	79 620	3	686 120	5 046 600	40
3	553 260	5 039 440	61	87 980	483 280	39	17 160	102 660	24	8 920	88 540	3	667 320	5 713 920	45
4	632 220	5 671 660	69	119 460	602 740	48	29 460	132 120	31	21 460	110 000	4	802 600	6 516 520	51
5	682 200	6 353 860	77	169 780	772 520	62	40 480	172 600	41	33 080	143 080	5	925 540	7 442 060	58
6	856 820	7 210 680	88	211 140	983 660	78	88 940	261 540	62	320 960	464 040	16	1 477 860	8 919 920	70
7	322 100	7 532 780	92	91 840	1 075 500	86	26 960	288 500	68	190 620	654 660	23	631 520	9 551 440	75
8	389 440	7 922 220	96	91 980	1 167 480	93	53 980	342 480	81	658 180	1 312 840	47	1 193 580	10 745 020	84
9	111 960	8 034 180	98	20 940	1 188 420	95	19 380	361 860	85	162 220	1 475 060	52	314 500	11 059 520	87
10	122 720	8 156 900	99	33 080	1 221 500	97	40 200	402 060	95	781 680	2 256 740	80	977 680	12 037 200	95
Tertiary	71 540	8 228 440	100	34 860	1 256 360	100	22 140	424 200	100	565 400	2 822 140	100	693 940	12 731 140	100

* Unspecified educational level not included in the totals.
** Cumulative frequency.
*** Cumulative percentage.

APPENDIX B

FIGURE 1
CUMULATIVE DISTRIBUTION OF THE EDUCATIONAL LEVELS OF PERSONS 20 YEARS AND OLDER IN THE RSA (1980)



* Those beneath this line can be considered illiterate.

APPENDIX C

Formula for and example of the use of the z test.

1. Formula*

$$z = \frac{P_1 - P_2}{\sqrt{P(1-P)} \cdot \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where $P = \frac{X_1 + X_2}{n_1 + n_2}$ $P_1 = \frac{X_1}{n_1}$; $P_2 = \frac{X_2}{n_2}$

$H_0 = \pi_1 = \pi_2$

H_1: (a) $\pi_1 \neq \pi_2$; (b) $\pi_1 > \pi_2$; (c) $\pi_1 < \pi_2$

α_1 1%

For H_1 (a) : Reject H_0 when $z > z_{\alpha/2}$ → 2,576

For H_1 (b) : Reject H_0 when $z > z_{\alpha}$ → 2,326

For H_1 (c) : Reject H_0 when $z < -z_{\alpha}$ → 2,326

2. Example

Are urban Asians more literate than rural Asians?

Total** number of urban Asians	: 23 508
Number** of literate Asians in urban areas	: 19 731
Total** number of rural Asians	: 2 308
Number** of literate Asians in rural areas	: 1 636

*Source: Steyn, A.G.W.; Smit, C.F.; Du Toit, S.H.C. (1982).

**15 years and older category of Asians in the 5 % sample.

$$P_1 \text{ (urban)} = \frac{19\ 731}{23\ 508} = 0{,}8393$$

$$P_2 \text{ (rural)} = \frac{1\ 636}{2\ 308} = 0{,}7088$$

$$P \text{ (Total)} = \frac{19\ 731 + 1\ 636}{23\ 508 + 2\ 308} = 0{,}8277$$

$$z = \frac{0{,}8393 - 0{,}7088}{\sqrt{(0{,}8277)(1-0{,}8277)} \cdot \sqrt{\frac{1}{23\ 508} + \frac{1}{2\ 308}}}$$

$$= \frac{0{,}13}{0{,}37563 \cdot 0{,}02181}$$

$$= \underline{15{,}86} \rightarrow$$

Null hypothesis is rejected on the 1 % level of significance. Consequently urban Asians are significantly more literate than rural Asians on the 1 % level of significance according to the z test.

All the tests mentioned in the report have been based on the actual sample data.

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Administrasie

Head office

Private Bag X41, Pretoria 0001
Republic of South Africa
Telegrams RAGEN
Tel. (012) 202-9111
Telex 3-20893 SA

Hoofkantoor

Privaatsak X41, Pretoria 0001
Republiek van Suid-Afrika
Telegramme RAGEN
Tel. (012) 202-9111
Teleks 3-20893 SA

NIPR

P.O. Box 32410, Braamfontein 2017
Republic of South Africa
Telegrams NAVORSPERS
Tel. (011) 339-4451
Telex 4-25459 SA

NIPN

Posbus 32410, Braamfontein 2017
Republiek van Suid-Afrika
Telegramme NAVORSPERS
Tel. (011) 339-4451
Teleks 4-25459 SA

Regional offices

Western Cape, Private Bag X5, Roggebaai 8012
Tel. (021) 419-2572/3/4/5 Telex 5-22260 SA

Natal, P.O. Box 17302, Congella 4013
Tel. (031) 815970 Telex 6-28567 SA

NIPR Eastern Cape, P.O. Box 1124, Port Elizabeth 6000
Tel. (041) 53-2131 Telex 2-43203 SA

Streekkantore

Wes-Kaap, Privaatsak X5, Roggebaai 8012
Tel. (021) 419-2572/3/4/5 Teleks 5-22260 SA

Natal, Posbus 17302, Congella 4013
Tel. (031) 815970 Teleks 6-28567 SA

NIPN Oos-Kaap, Posbus 1124, Port Elizabeth 6000
Tel. (041) 53-2131 Teleks 2-43203 SA

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